

Submitting Provider Name: \_\_\_\_\_

Are you submitting, with permission, a curriculum with no revisions owned by another entity that has previously submitted to DBHDID? Yes \_\_\_ No \_\_\_

**908 KAR 2:240. Kentucky Youth Peer Support Specialist (YPSS)**  
**KY Department for Behavioral Health, Developmental and Intellectual Disabilities**  
**Thirty (30)-Hours Core Curriculum Criteria Rubric**  
**to Satisfy Training Recommendations**

The KY Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID) recommends use of this rubric and related forms to ensure providers' submission of all necessary materials. This will allow the DBHDID staff to review the curricula in their entirety and make an approval decision or request supplementary materials in an efficient manner, within the period specified.

The following curriculum rubric details the core competencies to be included in the 30 hour Core Competency Curriculum for the training of Youth Peer Support Specialists. The curriculum submitted for approval should be reflective of services for youth with mental health, substance use, and co-occurring mental health and substance use disorders.

**Overview of Core Competency Recommendations**

- Core Competencies recommended as in-person, face to face training include:
  - Core Competency 1. System of Care Philosophy
  - Core Competency 2. Wraparound Process
  - Core Competency 3. Advocacy Skills & Resource Coordination
  - Core Competency 4. Group Process
  - Core Competency 5. Cultural and Linguistic Competence
  - Core Competency 6. Communication
  - Core Competency 7. Organization
  - Core Competency 8. Self-Care of the Youth Peer Support Specialist
  - Core Competency 9. Leadership
  - Core Competency 10. Ethics and Values
- Any video or other media to be used should be submitted with the curriculum.
- Interactive teaching strategies should be used for the core competencies.
- Trainers should include at a minimum, at least one trainer who is a youth (18-35) who has lived experience and has received certification as a YPSS. There is a place on the suggested YPSS Single Curriculum Submission Summary to list trainer names.
- Trainers should include at least one (1) Agency staff member, to assist with some training topics and answer specific questions about job requirements. There is a place on the suggested YPSS Single Curriculum Submission Summary to list trainer names.
- Trainees who do not pass the test with a "passing aggregate assessment score of at least seventy (70) percent" (as required in 908 KAR 2:240) should be allowed to retest by the provider of the training. It is suggested that a trainee could take the test up to a total of three (3) times in a one (1) year period. After the one year period, trainees could retake the training.

**Directions for Curriculum Rubric Completion:**

Include the submitting provider's name in the upper right corner on the first page. Provide the document file name of the corresponding core competency and then provide the page number for that specific item in the core competency as indicated in the following curriculum rubric. Please see the sections highlighted in yellow below. Once the information is completed on this rubric, save as a Word or PDF document. The curriculum submitted should be saved as a Word, Power Point and/or PDF document(s). For information on submitting the curriculum, please go to the Kentucky Department for Behavioral Health, Developmental and Intellectual and Disabilities website at <http://dbhdid.ky.gov>.

		<b>Completed by Submitter of the Curriculum</b> Provide document file name of the corresponding core competency and then provide the page number for each specific item in the core competency	<b>Completed by the Reviewer</b>		
<b>Core Competencies of the Quality Curriculum</b>	<b>Specifics for the Curriculum</b>	<b>Example: Core Competency 1 (is the file name), Page 3</b>	<b>Does not Meet</b>	<b>Partially Meets</b>	<b>Meets</b>
<b>Core Competency 1. System of Care Philosophy (2 hours)</b>	<b>System of Care Philosophy</b>				
	Define concepts of family driven, youth guided, consumer driven and system of care. <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Family-driven</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Youth-guided</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Consumer -driven</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>System of Care</li> </ul>	File Name: Page No.:			
	Describe how these concepts (family-driven, youth- guided, person-centered, consumer-driven, community-based, culturally- and linguistically-relevant and system of care) are applicable to the scope of work as a YPSS (provide an example of each). <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Family-driven Example</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Youth-guided Example</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Person-centered Example</li> </ul>	File Name: Page No.:			
<ul style="list-style-type: none"> <li>Consumer-driven Example</li> </ul>	File Name: Page No.:				
<ul style="list-style-type: none"> <li>Community-based Example</li> </ul>	File Name: Page No.:				
<ul style="list-style-type: none"> <li>Culturally- and Linguistically-appropriate Example</li> </ul>	File Name: Page No.:				

	<ul style="list-style-type: none"> <li>System of Care Example</li> </ul>	File Name: Page No.:			
<b>Core Competency 2.  Overview of the Phases and Principles of the Wraparound Process based on the National Wraparound Initiative (2 hours)</b>	<b>Overview of the Phases and Principles of the Wraparound Process based on the National Wraparound Initiative: <a href="http://www.nwi.pdx.edu/">http://www.nwi.pdx.edu/</a></b>				
	Identify and define the 4 phases of Wraparound. <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Phase 1</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Phase 2</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Phase 3</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Phase 4</li> </ul>	File Name: Page No.:			
	Identify and define the 10 principles of Wraparound. <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Principle 1</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 2</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 3</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 4</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 5</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 6</li> </ul>	File Name: Page No.:			
	<ul style="list-style-type: none"> <li>Principle 7</li> </ul>	File Name: Page No.:			
<ul style="list-style-type: none"> <li>Principle 8</li> </ul>	File Name: Page No.:				
<ul style="list-style-type: none"> <li>Principle 9</li> </ul>	File Name: Page No.:				
<ul style="list-style-type: none"> <li>Principle 10</li> </ul>	File Name: Page No.:				

	Describe how these 10 principles of Wraparound (from above) are applicable to the scope of work as a YPSS.	File Name:			
		Page No.:			
	Show evidence that opportunity is provided for the participant to practice and receive feedback on the principles of the wraparound process.	File Name:			
		Page No.:			
	Identify at least one behavioral health crisis service and how to access that service in the region for children; identify at least one behavioral health crisis service for adults and how to access that service in the region. <ul style="list-style-type: none"> <li>• Children ___ (for reviewer only)</li> <li>• Adult ___ (for reviewer only)</li> </ul>	File Name:			
		Page No.:			
	Provide an overview of the effective use of a proactive crisis plan including: how to access the plan, when to utilize and who to contact regarding the crisis plan.	File Name:			
		Page No.:			
<b>Core Competency 3. Youth Support (6 hours)</b>	<b>Advocacy Skills &amp; Resource Coordination</b>				
	Define effective advocacy.	File Name:			
		Page No.:			
	Provide evidence that advocacy skill development is demonstrated by the trainee.	File Name:			
		Page No.:			
	<b>Youth Peer Support</b>				
	Provide an overview of peer support including information about adult, youth, and family peer support. <ul style="list-style-type: none"> <li>• Adult ___ (for reviewer only)</li> <li>• Youth ___ (for reviewer only)</li> <li>• Family ___ (for reviewer only)</li> </ul>	File Name:			
		Page No.:			
	Explain Peer Support Services, including the similarities and differences among adult, youth, and family peer support. Provide evidence that resource materials are given to trainees.	File Name:			
		Page No.:			
	Define “lived experience” as it pertains to a youth peer as defined in 908 KAR 2:240.	File Name:			
	Page No.:				
Provide opportunity for participants to brainstorm ways in which peer support could benefit a youth or young adult who is experiencing or at risk of developing behavioral health concerns.	File Name:				
	Page No.:				
Provide an overview of the agencies that youth may be involved with in their local community. Include, at a minimum, the following: Court System, Department for Community Based Services (DCBS), Juvenile Justice, Education system, Vocational Rehabilitation, Physical Health, Behavioral Health and two other community resources. <i>(see below)</i>					
<ul style="list-style-type: none"> <li>• Court System</li> </ul>	File Name:				
	Page No.:				

	• DCBS	File Name:			
		Page No.:			
	• Juvenile Justice	File Name:			
		Page No.:			
	• Education system	File Name:			
		Page No.:			
	• Vocational Rehabilitation	File Name:			
		Page No.:			
• Physical Health	File Name:				
	Page No.:				
• Behavioral Health	File Name:				
	Page No.:				
• Community Resource Example 1	File Name:				
	Page No.:				
• Community Resource Example 2	File Name:				
	Page No.:				
<b>Core Competency 4. Group Process (2 hours)</b>	<b>Group Process</b>				
	Define the four stages of group formation (i.e. forming, storming, norming and performing). <i>(see below)</i>				
	• Forming	File Name:			
		Page No.:			
	• Storming	File Name:			
		Page No.:			
	• Norming	File Name:			
		Page No.:			
• Performing	File Name:				
	Page No.:				
Provide evidence that group facilitation skills are demonstrated. Include, at a minimum, the following: setting an agenda, establishing ground rules and reframing and redirecting. <i>(see below)</i>					
• Evidence that group facilitation skills are demonstrated	File Name:				
	Page No.:				
○ Setting an Agenda (included in the evidence)	File Name:				
	Page No.:				

	○ Establishing Ground Rules (included in the evidence)	File Name:			
		Page No.:			
	○ Reframing and Redirecting (included in the evidence)	File Name:			
		Page No.:			
	Provide an overview of different learning styles (i.e. visual, auditory and kinesthetic) and strategies to engage diverse participants. <i>(see below)</i>				
	• Visual Learning Style	File Name:			
		Page No.:			
• Auditory Learning Style	File Name:				
	Page No.:				
• Kinesthetic Learning Style	File Name:				
	Page No.:				
• Strategies to engage diverse participants	File Name:				
	Page No.:				
<b>Core Competency 5. Cultural and Linguistic (2 hours)</b>	<b>Cultural and Linguistic Competency/Appropriateness</b>				
	Provide instruction on how to provide effective, equitable, understandable, and respectful quality care and services related to the following: <i>(see below)</i>				
	• Race/ethnicity	File Name:			
		Page No.:			
	• Language differences	File Name:			
		Page No.:			
	• Lesbian, gay, bisexual and transgender	File Name:			
		Page No.:			
	• Deaf/hard of hearing	File Name:			
		Page No.:			
• Poverty	File Name:				
	Page No.:				
• Military/veterans	File Name:				
	Page No.:				
• Rural populations	File Name:				
	Page No.:				
Provide instruction for a basic understanding of customs, beliefs, values and appropriate interactions related to the following: <i>(see below)</i>					
• Race/ethnicity	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> <li>Language differences</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Lesbian, gay, bisexual and transgender</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Deaf/hard of hearing</li> </ul>	File Name:			
		Page No.:			
<b>Core Competency 6. Communication (6 hours)</b>	<b>Effective Communication</b>				
	Define OARS (Open-ended questions, Affirmations, Reflections, and Summarizing). <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Open-ended questions</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Affirmations</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Reflections</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Summarizing</li> </ul>	File Name:			
		Page No.:			
	Provide evidence that OARS is practiced based upon the motivational interviewing technique.	File Name:			
		Page No.:			
	Describe how to identify and support individuals through the stages of change as defined by Prochaska and DiClemente stages of change.	File Name:			
		Page No.:			
Define problem solving skills.	File Name:				
	Page No.:				
Provide evidence that problem solving skills are practiced.	File Name:				
	Page No.:				
Describe effective use of the supervision structure. Include, at a minimum, the following: how supervision is set up and how supervision can support professional growth. <i>(see below)</i>					
<ul style="list-style-type: none"> <li>How supervision is set up</li> </ul>	File Name:				
	Page No.:				

	<ul style="list-style-type: none"> <li>How supervision can support professional growth</li> </ul>	File Name:			
		Page No.:			
<b>Core Competency 7. Organization (2 hours)</b>	<b>Effective Organizational Skills</b>				
	Provide an overview of utilizing good organizational skills.	File Name:			
		Page No.:			
	Describe effective time management (i.e. scheduling, prioritizing tasks and realistic goal setting). <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Scheduling</li> </ul>	File Name:			
		Page No.:			
<b>Core Competency 8. Self-Care of the Youth Peer Support Specialist (2 hours)</b>	<b>Self-Care of the Youth Peer Support Specialist</b>				
	Describe use of effective, healthy coping skills including response to secondary trauma.	File Name:			
		Page No.:			
	Describe how to formulate a plan for self-coping skills.	File Name:			
	Page No.:				
<b>Core Competency 9. Leadership (3 hours)</b>	<b>Leadership</b>				
	Define at least 3 characteristics of effective youth leaders. <i>(see below)</i>				
	<ul style="list-style-type: none"> <li>Characteristic 1</li> </ul>	File Name:			
		Page No.:			
	<ul style="list-style-type: none"> <li>Characteristic 2</li> </ul>	File Name:			
		Page No.:			
<ul style="list-style-type: none"> <li>Characteristic 3</li> </ul>	File Name:				
	Page No.:				
	Provide instruction on how to assist youth in building a formalized youth network.	File Name:			
	Page No.:				
	Provide evidence that leadership skill development is practiced. Include information on coaching and delivering feedback for YPSS practicing leadership skills.	File Name:			
	Page No.:				

	Describe how the YPSS can advocate in a way that is empowering to youth and young adults on a local, regional and national level. <i>(see below)</i>			
	• Local Level	File Name:		
		Page No.:		
	• Regional Level	File Name:		
		Page No.:		
• National Level	File Name:			
		Page No.:		
<b>Core Competency 10. Ethics and Values (3 hours)</b>	<b>Ethics and Values</b>			
	Define appropriate boundaries between the YPSS and the client.	File Name:		
		Page No.:		
	Describe how to establish and maintain boundaries.	File Name:		
		Page No.:		
	Provide evidence that trainees participate in a role play activity that includes establishing and maintain appropriate boundaries.	File Name:		
		Page No.:		
	Provide instruction on applicable laws including Health Insurance Portability and Accountability Act (HIPAA) and Client Rights for the YPSS. <i>(see below)</i>			
	• Health Insurance Portability and Accountability Act (HIPAA)	File Name:		
		Page No.:		
	• Client Rights for th YPSS	File Name:		
		Page No.:		
	Define dual relationships (personal/professional).	File Name:		
		Page No.:		
Define the parameters around dual relationships.	File Name:			
	Page No.:			
Describe dual relationships (personal/professional) for each of the following: social media, socialization, employment. <i>(see below)</i>				
• Social Media	File Name:			
	Page No.:			
• Socialization	File Name:			
	Page No.:			
• Employment	File Name:			
	Page No.:			